Part 1: Sociological Introductions

Part 2: This I Believe

- Who are you? Why are you who you are?
- Where do you come from?
- Where is the furthest from Chapel Hill you’ve ever been?
- What kinds of people are most like you?
- What kinds of people are most different from you?
- What else would you want others to know to understand who you are?

Part 2: This I Believe

From 1951-1955, Edward R. Murrow hosted This I Believe, a daily radio program that reached 39 million listeners. On this broadcast, Americans both well known and unknown read five-minute essays about their personal philosophy of life. They shared insights about individual values that shaped their daily actions. The first volume of This I Believe essays, published in 1952, sold 300,000 copies—more than any other book in the U.S. during that year except for the Bible. In fact, these Murrow broadcasts were so popular that a curriculum was even developed to encourage American high school students to compose...
• Good questions: causal, social, empirical
• Not fact; Not opinion; **Argument**
Argument vs. Opinion

Think of writing a paper as presenting evidence in court. You have a point to make; you have some evidence on your side; and you have some opposing evidence.

- Make your point as a demonstrable claim
- Mobilize the evidence on your side
- Give credit to opposing evidence, then defend your point against it
A key sociological insight is that nothing is natural and nothing is obvious. When you find yourself saying that something is “just human nature” or “how things are,” you’re by definition not being sociological. Another way of saying this is the famous saying that the goal of anthropology – and it could just as easily be sociology – is to “make the familiar strange and the strange familiar”. (Discuss genealogy of this quote.) Everything comes from somewhere.
Five Intellectual Habits

From Graff, *Clueless in Academe*, p. 268

1. Concern for evidence (how do you know that?)
2. Viewpoint (who said it and why?)
3. Cause and effect (what led to it, what else happened?)
4. Hypothesizing (what if, supposing that?)
5. Who cares? Knowing and learning take on importance only when we are convinced it matters, it makes a difference.

How to Write an Argument

From Graff, *Clueless in Academe*, p. 275–7

2. Make a claim, the sooner the better.
3. Remind readers of your claim periodically.
4. Summarize the objections that you anticipate will be made.
9. Don’t kid yourself. If you couldn’t explain it to your parents the chances are you don’t understand it yourself.